

**Australian Government
Department of Education, Employment and Workplace Relations**

**Higher Education Participation and Partnerships Program
2011 Partnerships Competitive Grants Process**

Application Form

Completing this Form

Please consult the *Administrative Information for Providers (AIP)* document at <http://www.deewr.gov.au/HigherEducation/Programs/Equity/Pages/HEPPPProgram.aspx> before completing this form.

Universities/consortia may submit more than one application. Please complete a separate Application Form for each proposal. Only one Application Form is required for each proposal from a consortium.

Applications will be assessed against the criteria listed at 4.1.1 of the AIP.

Please ensure all questions have been completed. Incomplete applications may not be assessed further.

Please follow word limits, and do not include attachments. Excess information may not be assessed.

The closing date for applications is **5.00pm EST Friday 2 September 2011**.

Please provide an electronic copy of the completed Application Form to: equity@deewr.gov.au.

A signed hard copy of the completed Application Form is also required. Please post to:

HEPPP Program Manager
Equity and Indigenous Programs Unit
Higher Education Group
Department of Education, Employment and Workplace Relations
GPO Box 9880
CANBERRA ACT 2601

For further information, please refer to the AIP, or contact the Program Coordinator at equity@deewr.gov.au or on

Privacy Information

The information on this form is collected by the Department of Education, Employment and Workplace Relations and will be used only for the purpose of assessing applications for grants through the HEPPP. The Department will not disclose personal information collected without consent, except where authorised or required by law. In assessing your application, the information may be shared with other agencies, organisations or stakeholders you have identified in the application to substantiate any claims or statements that you make, to verify the capacity of your organisation to manage Commonwealth funds and for general comments on the viability of your proposed project.

Higher Education Participation and Partnerships Program

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Application Form

Applicant Details

Applicant Name	Consortium of five Sydney Basin universities: <ul style="list-style-type: none"> • University of Western Sydney (UWS), • University of Sydney (Sydney), • University of Technology Sydney (UTS), • Macquarie University (MQ) and • Australian Catholic University (ACU).
Lead University Name (if a consortium)	University of Western Sydney
Contact Officer Name	
Position	
Telephone	
Email	

Proposal Details

Name of Proposal	Bridges To Higher Education
Proposal Objectives (maximum 100 words)	<p>The collective experience, programs and proven records of five Sydney-based universities will combine to improve low SES higher education participation rates.</p> <p>Programs will focus on the burgeoning population and low participation in Greater Western Sydney which, given its under-representation demographically in higher education, will be vital to the attainment of federal participation targets.</p> <p>A comprehensive suite of successful programs will be broadened and deepened – to more schools, students, post school leavers, teachers, parents, communities and partners, including Indigenous and rural/remote communities.</p> <p>Innovative new programs will also be introduced.</p> <p>Critically, this collaboration addresses the lack of coordination that has characterised past efforts.</p>
Proposal Duration (specify the years the proposal will run from 2011 onwards)	2011 to 2014 inclusive

(c) Please identify any similar initiatives in the region, and if present, demonstrate how the proposal compliments rather than duplicates these initiatives (maximum 500 words).

Evaluation of interventions will be a major focus of collaboration for the consortium universities and key partners. They will together develop rigorous, consistent metrics for ongoing evaluation. This will consolidate individual university monitoring and evaluation of schools engagement linked to Bridges to Higher Education, and harness resources of partners to provide a more comprehensive picture of outcomes over four years. This joint activity will initiate a cross-sector approach – involving universities, government, schools and TAFE – to evaluation of initiatives aimed at raising aspirations, improving school attainment and increasing transition into HE. This evaluation framework will complement DEEWR's longitudinal program.

Criterion 4 – Feasibility

(a) Please provide a brief project plan, covering the development, implementation and management of the proposed initiative.

Timeframe	Activities & Milestones	Key Performance Indicators
Enter the date/timeframe for each activity and milestone.	Briefly describe the major activities and milestones during the development, implementation and management of the proposed initiative. Please ensure that each of these deliverables corresponds with a particular date/timeframe.	Please outline how the success of each activity and milestone throughout the initiative will be measured. Where possible, include the objective, and the qualitative and quantitative indicators to be used.
Governance, planning and coordination		
	<u>Governance and planning</u>	
Dec 2011	Partners Strategy and Planning Group and members confirmed and meet.	Governance structure operational and project plans and priorities commenced
June 2012	Partners scope priorities, participation, and timeframes for engagement.	Development of plans for expanded coverage and deeper engagement with schools/ partner organisations by the five universities.
Dec 2011 – February 2012	Project Implementation Subgroups and members confirmed and meeting schedule established.	
	Premises and staffing established. MOUs between partner universities. Finalisation of detailed mapping of schools, programs, activities, unmet need, in discussion with key partners. Identification of synergies between existing projects /programs by project staff in partner universities.	Opportunities for collaboration in monitoring and evaluation across HE sector identified
Dec 2012	Agreed outcomes and common measures of success for Strategic Plan informs overarching monitoring and evaluation framework.	Measures and monitoring tools developed
	Key evaluation measures aligned where possible with monitoring and evaluation frameworks developed by DEC and DEEWR	Data collected and analysed annually
Annually	Reviews undertaken, informing strategy development and final evaluations.	Stakeholders forum held annually Major formal evaluation held in 2014-15
	<u>Staffing</u>	
Dec 2011	Recruitment process begun for all additional key staff required for the Initiative	Timely appointment of personnel, enabling innovative activities to be implemented
June 2012	Two coordinators (for the TV, Connected Classrooms and parents projects and partnership with TAFE) appointed. Consortium universities will resource projects that they are coordinating.	

Overarching programs		
Jun 2012	<u>Connected Classrooms</u> (new project) visits to university facilities start .	Number of students engaged (potentially 60 classes a year.)
Dec 2011	<u>Parents Project</u> (new from 2011 pilot) Start of the Parents Project, with training sessions for CLOs, P&C presidents and significant community members. DVDs and other materials produced to inform and motivate parents to encourage their children to undertake HE.	Attendance at training Reach to parents (attendance at events, distribution of material and other contact) Shift in confidence and skills of CLOs
June 2012	DVDs published on the web.	Number of events held
Dec 2012	Start of campus visits by parents engaged by CLOs. Start of information sessions at other community venues.	Website usage Shifts in parents' aspirations for their children
Annually	CLO training sessions will be rerun each year. DVDs made available in additional languages	
Dec 2012	<u>Television series</u> (new project) Production and first airing of the 12-episode <i>Enquiring Minds</i> series and 10-episode <i>Models of Achievement</i> series. First <i>Models of Achievement</i> airing supported by a web forum. Websites to support dissemination of information. <i>Enquiring Minds</i> reused in Connected Classrooms.	Ratings and demographics of viewers 20 profiles for <i>Models of Achievement</i> .
2013 & 2014	Distributed to four other community TV stations for broadcast nationally Both series re-broadcast nationally	Re-broadcast on TVS at least twice a year and other stations as agreed
June 2012	<u>Website</u> (new and expanded) Interim Bridges to Higher Education website established. UAC convenes Widening Participation Website Implementation Subgroup to identify current websites, content, gaps, needs and links.	Bridges to Higher Education Website exists Number and duration of visits Click-throughs from partners
Dec 2012	UAC website links established. Improved Bridges to Higher Education website.	UAC adds widening participation/pre university-application material to its website

Dec 2012	<p><u>TAFE transition and collaboration</u> (new and expanded)</p> <p>Identify most effective collaborative approaches to:</p> <ul style="list-style-type: none"> • increase low SES educational aspirations and educational attainment across the region, including in schools, Indigenous and other community, mature-age, industry • assess, improve and expand the range of articulation arrangements between TAFE and university, develop joint courses and programs, pathways, foundation skills and educational skills programs. 	<p>Identification of potential collaborative work areas and recommendations. Commence implementation of agreed recommendations.</p>
Theme 1. Improving Academic Outcomes		
Dec 2012	<p><u>Literacy, reading and writing</u> (new and expanded programs)</p> <p>Books in Homes expanded across GWS.</p>	<p>Number of school students receiving books (target 5-10% of appropriate low SES students by 2014)</p>
Annually	<p>School based programs: reading in schools, homework support, HSC preparation expanded in Sydney basin and identified regional areas</p>	<p>Participation, progress and evaluations</p>
Dec 2012	<p>Writing workshops established to build academic writing skills.</p>	<p>Participation, progress and evaluations</p>
Annually	<p><u>STEM</u> (new and expanded)</p> <p>Successful STEM programs, involving primary and high schools, extended</p> <p>Environmental science curriculum program in remote NSW extended.</p>	<p>Positive feedback from teachers, university and high school and students</p> <p>Increased interest in STEM and HE</p>
Dec 2012 then annually	<p>Robotics program expanded by two more low SES schools in Sydney metro area per year, including schools with high numbers of Indigenous students</p>	<p>Progress in the subject area</p>
Dec 2012 then annually	<p>Primary school science program introduced into more schools, then expanded to more school years.</p>	
Dec 2012 then annually	<p>Mathematics programs for years 5-6, years 7-9 and 10-12 developed and introduced in schools.</p>	
Theme 2. Raising education aspiration and engagement		
Dec 2012	<p><u>Aspiration building</u></p> <p>New and expanded programs introduced in Sydney Basin and identified rural areas.</p>	<p>Number of students and schools participating and breadth of school years</p> <p>Positive evaluations of programs</p>

Annually from 2012	<u>Summer School</u> Expansion of a major program by starting with a younger cohort.	Number of students participating Positive evaluations of programs
Dec 2012	<u>Mentoring</u> New and expanded programs in Sydney Basin and identified rural areas. Includes new business mentoring program and expansion of refugee mentoring program.	Number of students participating Positive evaluations of programs
Annually	<u>University readiness</u> Expansion of current programs including, AVID program following its pilot in two schools by three more schools a year. Expansion of range of disciplines in a program in which school students in Years 11 or 12 study first-year university courses.	Increased schools grades and feedback
Dec 2012 Thereafter throughout 2013 and 2014	<u>Careers awareness</u> (new and expanded) Pilot work experience network will be implemented, then grow substantially in number of placements and universities involved. Industry sponsorship sought. New online programs introducing students to a range of careers in introduced for students aged Years 5-8 and Years 9-12.	Number of students and schools participating Level of commitment of partners
Throughout the year from 2012	<u>Indigenous programs</u> New and expanded programs introduced in Sydney Basin and identified rural areas. Developments include greater inclusion of communities and families, a new sport-based holiday camp program and mentoring by current Indigenous HE students; Indigenous high achievers program; rural visits to campus; Heartbeat science/health engagement.	Number of students participating Positive evaluations of programs
Theme 3. Building community capacity and connections		
Dec 2012 Throughout the year in 2013 and 2014	<u>Teacher professional development</u> New and expanded programs introduced in Sydney Basin.	Number of teachers involved Feedback from teachers
Dec 2012	<u>Other school staff PD</u> New and expanded programs introduced in Sydney Basin, including new principal leadership and careers advisors programs.	Number of staff participating Positive evaluations of programs

Theme 4. Increasing capacity to access HE

Dec 2012	<u>Tutoring (expanded)</u> Expansion of yourtutor in GWS, from current UWS programs in libraries and UWSCollege pathway students.	Number of staff participating
Annually	50,000 yourtutor individual student tutoring sessions (12,500 p.a) and unlimited use of SkillsBuilder. HSC tutoring program also expanded.	Positive evaluations of programs
Dec 2012	<u>Recognised prior learning (new)</u> Feasibility study on the establishment of an RPL Centre in GWS.	Report and recommendations from feasibility study completed after stakeholder consultation
Jun 2012	<u>Post school leavers (new)</u> New initiative to provide a pathway into HE specifically for adults from refugee backgrounds.	Number of students participating
Jun 2013	<ul style="list-style-type: none"> Initial cohort of 25 students begin study. Completion of pilot program. Completion of second program. 	Positive evaluations of the program
Dec 2014		
Dec 2012 then annually	Preparatory Course introduced for early school leavers and students whose Year 12 achievement does not meet standard university entrance requirements.	

(b) Please provide a brief risk management strategy, covering the development, implementation and management of the proposed initiative.

Potential Risks	Mitigation Strategies
Please describe the pertinent risks faced by the initiative	Please detail appropriate strategies to minimise the risks to the initiative

Changing needs of low SES in the region due to external factors	<p>Diversity, coverage and breadth in programs offered and continuous consultation with partners through governance structures will facilitate responsiveness to changing needs.</p> <p>Significant access to data from across the education sector will be accessible through DEC, UAC, TAFEs and universities' partners.</p> <p>The evaluation framework will be used to measure changing needs as well as outcomes.</p>
Difficulties in establishing the effectiveness of a diversity of programs	<p>An evaluation consultant to work with university partners to facilitate identification of measures of success and appropriate metrics across programs within Bridges to Higher Education and establish an overarching monitoring and evaluation strategy across the four years.</p>
Accessing relevant data needed for mapping to high-	<p>This will build on individual universities' own evaluation programs, and identify links between evaluation strategies for National Schools</p>

Potential Risks	Mitigation Strategies
level outcomes	<p>Partnership Program, and national HEPPP evaluation being developed by DEEWR.</p> <p>Proposed partners have indicated a commitment to collaborating over access to data and sharing evaluation information as above (through DEC, UAC, TAFEs and universities' partners).</p>

(c) Please provide a budget for the proposal. Refer to the explanatory notes below concerning expenditures, and add additional rows if required.

Description	2011	2012	2013	2014
REVENUE				

Research & Evaluation	34300	173,133	155,253	163,133
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Research & Evaluation: This includes costs relating to undertaking research and monitoring the impact and effectiveness of the initiative aimed at increasing the number of people from low SES backgrounds who access and participate in higher education.